



- PUBLIC
- INDEPENDENT

**NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW**

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*When finished, please save and email to: [he.academicprogramactions@dhe.mo.gov](mailto:he.academicprogramactions@dhe.mo.gov)*

**Sponsoring Institution:**

**Program Title:** Educational Leadership

**Degree/Certificate:**

**If other, please list:**

**Options:**

**Delivery Site:** Harris-Stowe State University

**CIP Classification:** CIP Code 13.0401

**Implementation Date:** 1/13/2020

**Is this a new off-site location?**  Yes  No

**If yes, is the new location within your institution's current CBHE-approved service region?**

*\*If no, public institutions should consult the comprehensive review process*

**Is this a collaborative program?**  Yes  No

*\*If yes, please complete the collaborative programs form on last page.*

**CERTIFICATIONS**

- The program is within the institution's CBHE approved mission. *(public only)*
- The program will be offered within the institution's CBHE approved service region. *(public only)*
- The program builds upon existing programs and faculty expertise
- The program does not unnecessarily duplicate an existing program in the geographically-applicable area.
- The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

**AUTHORIZATION**

Dwyane Smith, Provost		7/2/2019
Name/Title of Institutional Officer	Signature	Date

## **PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS**

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Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

### **1. Student Preparation**

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required. Admission procedures for the Master of Arts in Educational Leadership will include: a baccalaureate degree from an accredited college or university, a 3.0 grade point average, completion of the GRE, a writing sample on the application form and an interview with the Admissions Committee.
- Characteristics of a specific population to be served, if applicable. The primary target for the MA: K-12/ Higher Educational Leadership program will be full-time as well as part-time candidates. The program will cater to employed adults, primarily those working in partnering school districts, and the underserved populations in the metropolitan St. Louis area. These populations include ethnic minorities, particularly African Americans, and those individuals without ready access to graduate programs due to financial limitations.

### **2. Faculty Characteristics**

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. Full time faculty will have an earned doctorate degree in the field of education specializing in K-12, higher education, organizational or educational leadership. Faculty will have expertise in the K-12 and Higher Education setting with proven experience in pedagogy, contributions to best practices through research, conference presentations or publishing. Faculty will have completed relevant professional development as well as have served as a practitioner in the field of education leadership within the last five years. Faculty will have knowledge, a firm understanding and application of the Missouri Learning Standards as well as the Model Leader Standards and a clear understanding of the Missouri Leadership Development System.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here. Full time faculty will be assigned two graduate courses and two undergraduate courses = 50%.
- Expectations for professional activities, special student contact, teaching/learning innovation. Full time faculty will be expected to participate in university and college faculty learning and teaching institutes as well as seminars. Full time faculty will also be expected to maintain professional skills and subject expertise through study and involvement in professional organizations. Faculty will also serve as an advisor providing academic and career advisement while conducting office hours/ conference time with students each semester according to University requirements.

### **3. Enrollment Projections**

- Student FTE majoring in program by the end of five years.

Each cohort for this program will range from 12-15 students, in order to maintain an ideal faculty to student ratio. Student FTE majoring in the program by the end of five years will be 30 with 30-36 expected graduates at the end of year five.

- Percent of full time and part time enrollment by the end of five years.

### **STUDENT ENROLLMENT PROJECTIONS**

YEAR	1	2	3	4	5
Full Time	6	6	6	6	6
Part Time	6	6	6	6	6
Total	12	18	24	24	30

#### **4. Student and Program Outcomes**

- Number of graduates per annum at three and five years after implementation.  
30
- Special skills specific to the program.  
Candidates will possess the skills necessary to expand research and knowledge in the field of educational leadership.  
Candidates will be knowledgeable in the current research and best practices in learning theory, pedagogy and leadership.  
Candidates will possess an understanding of major issues confronting the field of K-12 and higher education, some of the problems associated with those issues and demonstrate critical thinking and problem solving in the field.  
Candidates will develop the skills necessary to design, develop, implement, and evaluate innovative and effective policies, programs, curricula and pedagogical best practices.
- Proportion of students who will achieve licensing, certification, or registration.  
100%
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
- Placement rates in related fields, in other fields, unemployed.  
80% of graduates will be placed in the field of educational leadership. 20% of graduates will advance to studies in an approved and accredited doctoral program in education leadership.
- Transfer rates, continuous study.

#### **5. Program Accreditation**

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale. The College of Education is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

## 6. Program Structure

A. Total credits required for graduation: 30-39

B. Residency requirements, if any:

[Click here to enter text](#)

C. General education: Total credits:

12

### K12 EducationTrack

*Courses (specific courses OR distribution area and credits)*

Course Number	Credits	Course Title
EDEL 500	3	Visionary Leadership and School Management
EDEL 501	3	Legal Aspects and Ethical Issues
EDEL 506	3	Instructional Improvement and Assessment
EDEL 507	3	Research Methods

D. Major requirements: Total credits: 18

Course Number	Credits	Course Title
EDEL 502	3	Using Data in Instructional Leadership
EDEL 503	3	Curriculum Design and Development
EDEL 508	3	Human Resource Management
EDEL 509	3	Evaluating Program Effectiveness
EDEL 511	3	Capstone Project I: Using Research to Lead Change <i>or</i>
EDEL 512	3	Capstone Project II: Problems and Issues
EDEL 513	3	Internship
<i>Electives</i>		
EDEL 504	3	School – Community Collaborations
EDEL 505	3	Organizing the Learning Environment
EDEL 511 or 512	3	Capstone Project

### Higher Education Track

General education requirements: Total credits: 12

Course Number	Credits	Course Title
EDEL 600	3	History of American Higher Education
EDEL 601	3	Race, Gender, and Ethnicity in Higher Education
EDEL 606	3	Academic Research and Writing
EDEL 607	3	Current Issues and Financial Trends in Higher Education

Major requirements: Total credits: 18

*Concentration: Teacher in Higher Education*

Course Number	Credits	Course Title
EDEL 602	3	Teaching and Learning Theories in Higher Education
EDEL 603	3	Teaching Strategies and the Adult Learner
EDEL 608	3	Assessment in Evaluation
EDEL 609	3	Curriculum Development
EDEL 611	3	Action Research Project
EDEL 613	3	Field Experience

Major requirements: Total credits: 18

*Concentration: Student Affairs in Higher Education*

Course Number	Credits	Course Title
EDEL 702	3	Introduction to Student Affairs
EDEL 703	3	Student Development Theory and Contemporary College Students
EDEL 708	3	Law and Policy in Higher Education
EDEL 709	3	Assessment of Student Learning Outside of the Classroom
EDEL 711	3	Action Research Project
EDEL 713	3	Field Experience

Major requirements: Total credits: 18

*Concentration: Administration in Higher Education*

Course Number	Credits	Course Title
EDEL 802	3	Introduction to Administration in Higher Education
EDEL 803	3	Law and Policy in Higher Education
EDEL 808	3	Seminar in Human Resource Management
EDEL 809	3	Data Driven Strategic Planning
EDEL 811	3	Action Research Project
EDEL 813	3	Field Experience

E. Free elective credits: 9

*(sum of C, D, and E should equal A)*

F. Requirements for thesis, internship or other capstone experience:

Internship required

G. Any unique features such as interdepartmental cooperation:

## 7. Need/Demand

Student demand

Market demand

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

***On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.***

## COLLABORATIVE PROGRAMS

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- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

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